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THE EFFECT OF LISTENING STRATEGIES ON THE LISTENING AND SPEAKING SKILLS AND LISTENING MOTIVATION

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Abstract

The significance of listening strategy teaching over the past 30 years has become more widely acknowledged since it facilitates listening comprehension. However, few studies on teaching listening strategies have looked at this problem from the viewpoint of the students, and teacher, as well as handling students' motivation, cognitive awareness of listening strategies, and speaking skills. This study aimed to determine the effect of teaching listening strategies to 6th Graders in English lessons on the students' cognitive awareness of listening strategies, listening comprehension and motivation levels, and English speaking skills. The intervention mixed method design was applied to carry out this study. A quasi-experimental design was used to teach the use of listening strategies. The listening strategies teaching took place for six weeks in a secondary school in one of the cities in western Turkey. Quantitative data were collected through using the CALSS, the MSLE, the listening test, and the speaking skill scoring key. Qualitative data were obtained through semi-structured student interviews, diaries, and motivation forms. As a result of the research, teaching listening strategies developed students' listening and speaking skills. Students' level of cognitive awareness towards listening to English enhanced. Students' motivation levels for listening increased. In conclusion, students should be encouraged to use listening strategies, and when necessary, the strategies should be reminded, and their use should be demonstrated.
Keywords: *cognitive awareness, EFL, listening skills, listening strategies, secondary school students*

Introduction

A key aspect of listening is that it is the first skill acquired in language learning, forming the basis of subsequent skills. The fact that students' first interaction with a foreign language is through listening makes it one of the first skills to be developed. Listening is a social and psychological phenomenon that arises from interactions between individuals and their surroundings and occurs on a cognitive level within people's heads (Sabina, 2018). Listening enables language learners to absorb and interact with the language and helps develop other language skills. While language learners are often taught how to plan and draft an essay and carry out an oral presentation, they are rarely taught how to approach listening and listen to spoken texts and messages. Besides, one of the hardest language skills to master is listening because of the speaker's rapid delivery, the foreign material, accent and vocabulary, the cultural quotations, and the attention span required (Goh & Taib, 2006; Siegel, 2014). Although learners today are exposed to more listening activities, they still receive less direct support from teachers in developing their listening skills. The lack of such assistance is primarily due to language teachers' limited training in listening strategy instruction (Goh & Taib, 2006; Renandya, 2012).

Strategies are important concepts in learning a new language. Most learning strategies are created consciously, deliberately, and in a planned way. Strategies lead individuals to their objectives and enable results to be achieved quickly. Using strategies in academic life facilitates and accelerates learning. Strategies help students perform the cognitive operations to produce effective and meaningful learning (Borkowski et al., 2000). Students who have adopted learning

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strategies and made it a habit to use them will not be left behind in the rapidly changing world and can easily acquire new knowledge and skills. Since these individuals know how to benefit from and make sense of the knowledge, they can make their own decisions throughout life.

According to Arends (1997), learning strategy refers to the student's behavior and thinking processes, including cognitive strategies such as memory placement and retrieval and the executive cognitive processes that direct these strategies. Learning strategies are practical actions shaped according to individuals' habits, needs, and learning styles to carry out daily life comfortably. According to Oxford and Nyikos (1989), language learning strategies are behaviors or actions that learners use to make language learning more successful, self-directed, and enjoyable. The difference between a successful and weak language student is that successful students are aware of foreign language learning strategies and use them according to their needs. A direct relationship exists between using foreign language learning strategies and proficiency in a foreign language (Nisbet, Tindall & Arroyo, 2005). Students with high proficiency in a foreign language use language learning strategies more than those with low proficiency (Chamot & Kupper, 1989; Rossi-Le, 1989). Students with cognitive awareness of listening strategies are expected to be more successful in listening activities than the other students because the instruction of the listening strategies provides an advantage to students. This study is also thought to be useful for English teachers in teaching strategies to improve students' listening skills.

In foreign language teaching, listening strategies began to attract attention towards the end of the 1990s after reading, writing, and speaking strategies. Early studies on foreign language listening strategies focused on cognitive processes, strategies of effective learners, difficulties in listening comprehension, and gender differences in listening strategies (Oxford, 2017, p. 289). Strategic listening can be defined as being aware of listening processes, having a repertoire of listening strategies, and knowing which ones work best in which listening tasks (Schwartz, 1998). Listening strategies are planned and consciously adopted to improve understanding and communication and to cope with listening difficulties (Santos & Graham, 2018). Listening strategies are categorized into three sub-strategies: cognitive, metacognitive, and socio-affective. A student's ability to benefit from metacognitive strategies depends on knowing and using cognitive strategies. Cognitive strategies involve the listener using various methods and techniques related to the listening material. Socio-affective strategies support collaborative work in the classroom environment to relieve listening anxiety (Vandergrift, 1997).

Many factors affect listening skills in foreign language acquisition. Factors such as motivation, cognitive strategy use, and cognitive awareness can be improved over time. Metacognition refers to individuals' internal observations and management of cognitive functions at a conscious level. Listening comprehension in a foreign language requires complex cognitive processes. The role of metacognitive awareness in listening comprehension has received increased attention in recent years. Metacognitive awareness and listening comprehension in foreign language learning have been proven to be positively correlated by researchers (Buck, 1991; Goh & Hu, 2014; Vafaee & Suzuki, 2020; Vandergrift & Goh, 2012; Wallace, 2020). Metacognitive awareness of language learners, especially young ones, can be achieved through metacognitive intervention (Goh, 2008). Metacognitive intervention emphasizes how learners attempt to comprehend the material and improve their general listening skills. Teachers are advised to put “metacognitive intervention” into practice to participate actively in students’ learning of listening (Bozorgian & Shamsi, 2023). Students may be able to listen in the language, but their ability to communicate in it may still be lacking since listening and speaking abilities are not applied in integration.

According to Goh (2008), metacognitive awareness related to listening includes personal knowledge (one's beliefs about listening), task knowledge (one’s understanding of cognitive

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demands involved in listening), and strategy knowledge (one's understanding of useful topics in terms of task types). It has been found that metacognitive awareness is related to listening through subject knowledge. This implies that more metacognitive techniques are typically employed by students who possess a greater conceptual understanding of the subjects covered in the listening passages (In'nami & Koizumi, 2022).

Metacognitive awareness characteristics like self-knowing, self-directing, and self-managing help second language learners take charge of their listening education (Goh, 2018). To improve metacognitive awareness and support L2 listening comprehension, L2 learners should strengthen their awareness, leading to control over their thoughts and regulation of their learning. They should also receive metacognitive instruction in an organized and planned way. Learning about oneself (person knowledge), the nature and requirements of a listening task (task knowledge), and employing appropriate listening tactics (strategy knowledge) are all enhanced by this type of teaching. Additionally, metacognitive education supports students in organizing, supervising, and assessing their learning tasks and endeavors (Goh & Vandergrift, 2021). Metacognitive teaching ultimately leads to the development of listening skills. L2 learners can improve their comprehension by intentionally using metacognitive strategies to manage listening input control and regulate listening comprehension (Tanewong, 2019).

The process of listening is normally interactive (Seferoğlu & Uzakgöre, 2004). For students to become proficient users of the language they are exposed to, it is important that they comprehend it and react correctly. In addition to listening, the students may respond to the speaker or seek clarification by asking questions. For the students, being able to grasp what they are listening to and respond appropriately in person should be their top concerns. Speaking and listening should be integrated while teaching so that students can communicate in the target language in addition to learning its grammar. This emphasizes how important it is to integrate these two skills (Tavil, 2010).

Foreign language exams at schools are generally based on reading comprehension, writing, grammar, and vocabulary in Türkiye. In recent years, the difficulties encountered in learning foreign languages, especially English, and the inadequacies in this field have attracted the reaction of students and families (Coşkun Demirpolat, 2015). According to the Education First (EF) 2022 report, Turkey ranked 66th among 113 countries in the world rankings, while it ranked second from last among 34 countries in Europe, ranking 33rd. Unfortunately, Turkey is still among the countries with "low" proficiency levels (Education First, 2023). It is thought that providing direct strategy training, increasing students' awareness about this issue, and encouraging them to use listening strategies will contribute to foreign language listening. Furthermore, little research (Carrier, 2003; Gebre & Tadesse, 2015; Ngo, 2019; Siegel, 2013) has been done on how teaching listening skills may have a mediating function in relation to cognitive awareness, listening performance, motivation, and L2 listening comprehension. The purpose of this study was to identify how teaching listening strategies to sixth-graders during English classes affects their degrees of cognitive awareness regarding listening strategies, their motivation to listen, and their ability to speak English. Therefore, the research question for this study was "What is the effect of teaching listening strategies on students' cognitive awareness of listening strategies, listening comprehension, motivation and speaking skills in the 6th Grade English lesson?" and the sub-problems were "is there a significant difference between the post-test score of the cognitive awareness of listening strategies levels of the students in the experimental group and the control group with regard to the listening strategies cognitive awareness?", "is there a significant difference between the English listening post-test scores of the students in the experimental group, and the control group?", "is there a significant difference between the listening motivation post-test scores of the students in the experimental group, and the control group?" and "what are students' opinions about the teaching of listening strategies?"

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Research Methodology

General Background

Since this study aimed to determine the effect of teaching the listening strategies to 6th Graders in English lessons on the students' cognitive awareness of listening strategies, listening comprehension, motivation levels, and English speaking skills, it was thought that a mixed research method should be used. The intervention of mixed method design was used to carry out this research. The intervention design aims to examine an issue by incorporating qualitative data into an experiment or intervention trial. The steps involved in an experiment or intervention are creating several groups (such as control and experimental groups), trying a treatment on the experimental group, and assessing whether the treatment affects the outcomes. The results should remain the same for the control group as they are not receiving the treatment. An experimental intervention can insert qualitative data into this pre and post-test model. Mixed methods researchers consider incorporating the qualitative data into the experiment before, during, or after, as it can fulfill many objectives (Creswell, 2015, p. 64). Therefore, the intervention mixed method design fitted well with the aim of this study. Ethics committee permission for this research was obtained from Afyon Kocatepe University, Social and Humanities Ethics Committee and was taken by decision number 195 dated 16.04.2021. Written informed consents from the participants were taken before the research began.

Participants

Convenience sampling method was used to carry out this study. The researcher who uses the convenient sampling method determines the study group by her/himself because he/she aims to select the study group that is willing and suitable for the research and to prevent loss of time and money (Creswell, 2012, pp. 145–146). Within the scope of the research, there were 18 students in the experimental group and 14 students in the control group, studying in a secondary school at the western part of Turkey. Half of the experimental group consisted of female students, and the other half consisted of male students.

Data Collection Tools

Quantitative data collection tools consist of the cognitive awareness of listening strategies scale (CALSS), motivation scale for listening to English (MSLE), listening test for English listening comprehension (Hocaoğlu & Ocak, 2023), and speaking skill scoring key. All of these tools were developed by the researchers. The Cronbach Alpha value of the CALSS was α=.785. Item-total correlation values were between .410 and .610. According to the confirmatory factor analysis result, the Chi-square value was 148.24 and the *SD* value was 129. Accordingly, $\chi 2/df$ was 1.15. The RMSEA value was .027 so CALSS had a good fit value. The scale took its final form as an 18-item scale. The Cronbach Alpha value of the MSLE was α = .898. Item-total correlation values were between .358 and .648. According to the confirmatory factor analysis result, the Chi-square value was 411.70 and the SD value was 265. Accordingly, $\chi 2/df$ was 1.55. The RMSEA value was .047 so MSLE had a good fit value (Kline, 2011). According to validity and reliability studies, it was confirmed that the measurement tools were reliable and valid. Qualitative data collection tools included five semi-structured interview forms, student diaries and confidence/motivation forms.

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Data Analysis

Independent samples t-test was used to compare the pre and post-test scores of the experimental group and the control group. An effect size is simply an objective and usually standardized measure of the magnitude of the observed effect. Cohen (1992) offered some commonly used suggestions for what constitutes a major or minor effect: d = 0.2 (small), 0.5 (medium), and 0.8 (large). When the difference between the pre and post-test results is significant, the effect size is used to calculate the effect that may occur in the universe (Field, 2013). The Mann Whitney-*U* test was used to compare the group's scores in different tests (pretest-posttest) for data that did not show normal distribution. The rank-biserial correlation coefficient was used when calculating the effect size for the Mann Whitney-*U* test.

In this study, 'Semi-Structured Student Interview Forms', and 'Student Diaries', were collected as qualitative data during the application. Content analysis was used to analyze the 'Semi-Structured Student Interview Forms', and descriptive analysis was used to analyze the 'Student Diaries'. Content analysis is a data analysis method used to make repeatable and valid inferences from texts (or other meaningful topics). Content analysis is a research method that offers new viewpoints. It deepens the researcher's comprehension of specific situations (Krippendorff, 2004, p. 18). The data obtained from the student interviews were analyzed using the content analysis method.

As a result of the content analysis, codes, categories, and themes were created. An independent peer observer was consulted to create the themes of the qualitative data, and a reliability analysis was made from the data obtained using the formula created by Miles and Huberman (1994). As a result of the calculation, reliability was found to be 87 %. According to Miles & Huberman (1994), it is possible to say that the result is reliable.

Listening Strategy Teaching

Before starting the experimental study, a preliminary trial application was carried out to establish a basis for the study, provide the researcher with an opinion on the process, fully reveal the problem situation, and determine whether the prepared activities were suitable for the student level. The preliminary trial application was carried out for two weeks with nine students in a school selected by the convenient sampling method. The researcher kept diaries after each application phase, and interviews were conducted with the students to determine the positive and negative aspects of the application. The findings obtained as a result of the preliminary trial application showed that students generally had problems in listening. Additionally, findings from the researcher's diary and student interviews made it possible that teaching listening strategies can be used effectively in listening comprehension. The first trial application was carried out for four weeks with twelve students, in a school selected with the convenient sampling method. The second trial application was carried out for four weeks with thirty-two students in a school selected by the convenient sampling method. The actual application was carried out for six weeks, fifteen hours. In the actual practice, the list suggested by Vandergrift and Goh (2012, pp. 277–284) was used to select listening strategies. In the first week, a lesson plan was created to help students realize the importance of listening skills. The lesson plan was prepared considering the warm-up, introduction, presentation, practice, and product stages. In the second week, a lesson plan was created, including the activities for the teaching and practice of the strategies used before listening. The lesson plan was prepared in accordance with the 5E Model (Duran & Duran, 2004), consisting of engagement, exploration, explanation, elaboration, and evaluation sections. In the third week, a lesson plan was created, including the activities for the teaching and practice of the strategies used while listening. The lesson plan was prepared considering the warm-up, introduction, presentation, practice, and product

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stages. The fourth week also includes activities for the teaching and practice of the strategies used while listening. The lesson plan was prepared in accordance with the 5E Model, consisting of engagement, exploration, explanation, elaboration, and evaluation sections. In the fifth and sixth weeks, the lesson plans were created consisting of the activities for the teaching and practice of the strategies used after listening in accordance with the 5E Model.

Research Results

It was verified that the data distribution obtained from the CALSS was normal before beginning the studies. The Shapiro-Wilk test is one of the best normality tests developed in 1965. The Shapiro-Wilk test statistic is the correlation between data and its normal score (Singh, 2007, p. 100). Since it can be used in small samples, this normality test was used in the study. As a result of the Shapiro-Wilk test, the data do not show normal distribution ($p < .05$). In Table 1, the results of the post-test score of the cognitive awareness of listening strategies levels of the students in the experimental group and the control group are given.

Table 1
Mann Whitney-U test Results Regarding Listening Strategies Cognitive Awareness Levels Post-Test Scores

Post Test Score	Groups	*N*	Rank Mean	Rank Sum	*U*	*p*	*r*
Listening Strategies Cognitive Awareness Levels	Experimental	18	19.61	353.00	70.00	.033*	.55
	Control	14	12.50	175.00			

*$p < .05$

According to Table 1, the post-test rank average of the experimental group students is 19.61 and the standard deviation is 353.00. The post-test rank average of the control group students is found to be 12.50 and the standard deviation is 175.00. According to the results of the Mann Whitney-*U* test, which is conducted to test the significance of the difference between the post-application results of the experimental and control group students ($U = 70.00$; $p = .033$; $p < .05$), the difference is found to be significant. The effect size ($r = .55$) indicates a medium-level effect (Glass, 1965). Accordingly, it is possible to say that teaching the use of listening strategies to 6th Graders in English lessons positively affects the students' cognitive awareness of listening strategies levels. In Table 2, the results of the English listening post-test scores of the experimental and control group students are given. As a result of the Shapiro-Wilk test, the data shows normal distribution ($p > .05$), so t-test was used to analyze the differences between two groups.

Table 2
T-test Results Regarding the English Listening Post-Test Scores

Post Test	Groups	*N*	χ	*SD*	*t*	*p*	*r*
English Listening Test	Experimental	18	14.55	4.31	2.064	.048*	.12
	Control	14	11.57	3.69			

*$p < .05$

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According to Table 2, the experimental group average is 14.55, and the standard deviation is 4.31. The post-test mean of the control group is 11.57, and the standard deviation is 3.69. According to the independent sample t-test results (t = 2.064; p = .048; p < .05), the difference is found to be significant. The average score of the experimental group students in the listening test is higher than the control group students. The effect size (r = .12) indicates a low effect (Glass, 1965). Accordingly, it is possible to say that teaching listening strategies positively affects students' listening success. In Table 3, the results of the English listening motivation post-test scores of the experimental and control group students are given.

Table 3

Mann Whitney-U test Results Regarding the Listening Motivation Post-Test Scores

Post Test	Groups	*N*	Rank Mean	Rank Sum	*U*	*p*	*r*
Listening Motivation	Experimental	18	19.81	356.50	66.500	.024*	.52
	Control	14	12.25	171.50			

*p < .05

According to Table 3, Mann Whitney-U test is conducted to test the significance of the difference between the results of the experimental and control group students' motivation levels for listening to English after teaching listening strategies since the data do not show normal distribution (p < .05). According to Table 3, the difference is found to be significant (U = 66.500; p = .024; p < .05). According to the post-test total scores of the experimental group and control group students' motivation levels, the average rank of the experimental group students is 19.81, and the total rank is 356.50. In contrast, the mean rank of the control group students is 12.25, and the standard deviation is 171.50. According to the post-test scores, the motivation levels of the experimental group students are higher than those in the control group. The effect size (r = .52) indicates a moderate effect (Glass, 1965).

According to the student diaries, categories and themes were formed each week, as shown in Figure 1. Each week has two themes named “positive” and “negative”. In each theme, codes are formed according to the student diaries' data.

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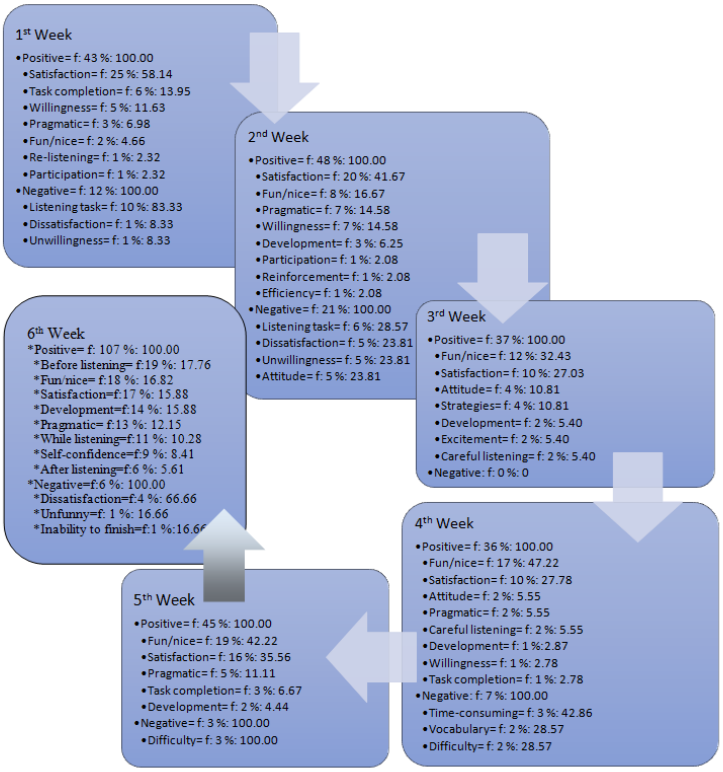
Figure 1
Content Analysis of the Student Diaries



In Figure 1, in the first week, there are seven codes under the theme of "positive". These are satisfaction, task completion, willingness, pragmatic, fun/nice, re-listening, and participation. The most recurring code is "satisfaction," and 58.14 % of the data are related to this code. There are three codes under the theme of "negative". These are listening task, dissatisfaction, and unwillingness. The most recurring code is "listening task," and 83.33 % of the data are related to this code. In the second week, there are eight codes under the theme of "positive". These are satisfaction, fun/nice, pragmatic, willingness, development, participation, reinforcement, and efficiency. The most recurring code is "satisfaction," and 41.67 % of the data are related to this code. There are four codes under the theme of "negative". These are listening task, dissatisfaction, unwillingness, and attitude. The most recurring code is "listening task," and 28.57 % of the data are related to this code. In the third week, there are seven codes under the theme of "positive". These are fun/nice, satisfaction, attitude, strategies, development, excitement, and careful listening. The most recurring code is "fun/nice," and 32.43 % of the data are related to this code. There is no negative answer for this week. In the fourth week, there are eight codes under the theme of "positive". These are fun/nice, satisfaction, attitude, pragmatic, careful listening, development, willingness, and task completion. The most recurring code is "fun/nice," and 47.22 % of the data are related to this code. There are three codes under the theme of "negative". These are time-consuming, vocabulary, and difficulty. The most recurring code is "time-consuming," and 42.86 % of the data are related to this code. In the fifth week, there are five codes under the theme of "positive". These are fun/nice, satisfaction, pragmatic, task completion, and development. The most recurring code is "fun/nice," and 42.22 % of the data are related to this code. There is one code under the theme of "negative": "difficulty". In the sixth week, there are eight codes under the theme of "positive". These are before listening, fun/

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nice, satisfaction, development, pragmatic, while listening, self-confidence, and after listening. The most recurring code is "before listening," and 17.76 % of the data are related to this code. There are three codes under the theme of "negative": dissatisfaction, unfunny and inability to finish. The most recurring code is "dissatisfaction," and 66.66 % of the data are related to this code.

After completing the practices regarding the strategies used before listening, interviews were conducted with eleven students using semi-structured interview forms. The analysis results obtained from these data are given in Table 4.

Table 4
Student Interviews about Before Listening Strategies

Main Theme: Opinions on practices related to pre-listening strategies					
Categories	**Sub-Categories**	**Codes**	***f***	**Total *f***	**%**
Before Listening	Task-related preparation	Reading the questions: S1, S2, S3, S4, S5, S8, S9, S10	8	26	28.88
		Determining aim: S1, S7, S11	7		
		Checking the vocabulary: S5, S8	1		
		Checking the visuals: S10	1		
	Preparation of the materials	Notebook/paper/pencil: S5, S6, S7	3		
	Mental preparation	Focusing: S5, S6, S9, S11	4		
	Physical preparation	Posture setting: S7, S9	2		
The most beneficial strategies	All strategies	Positive: S1, S2, S3, S6, S10	5	18	20.00
	Task-related preparation	Checking the vocabulary: S5	1		
		Note-taking: S4, S11	2		
		Determining aim: S7, S10, S11	3		
		Reading the questions: S8, S9, S10	3		
		Checking the visuals: S8	1		
	Mental preparation	Focusing: S5, S6, S11	3		
The less beneficial strategies	No opinion	Neutral: S1, S4, S5	3	11	12.22
	None	Positive: S2, S3, S6, S7, S8, S10	6		
	Task-related preparation	Checking the visuals: S9	1		
		Underlining words: S11	1		
The impact of preparation on listening performance	Positive	Degree: S1, S2, S3, S4, S5, S6, S8	7	15	16.66
		Impact of the preparation for the task: S3, S11	2		
		Outcomes: S5, S7, S8, S9, S10, S11	6		
Re-listening	Positive	Degree: S1, S2, S3, S8, S11	5	20	22.22
		Control: S1, S4, S7	3		
		Self-assessment: S2, S6, S7, S9, S10, S11	6		
		Completing the missing parts: S3, S4, S5, S7, S8, S11	6		
Total			90	90	100.00

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According to Table 4, each of the questions in the interview form is considered a category under the main theme of student opinions regarding the practices related to pre-listening strategies, and a total of five categories have been created. The total frequency of these categories is 90. There are 26 frequencies belonging to the first category, "before listening". This constitutes approximately 28 % of the total frequency. The most frequently recurring sub-category in this category is "task-related preparation" (65 %). The second category is named "the most beneficial strategies" and constitutes approximately 20 % of the total frequency. The most frequently recurring sub-category in this category is “task-related preparation” (55 %). The third category is “the less beneficial strategies, " constituting approximately 12 % of the total frequency. The most frequently recurring sub-category in this category is “none” (54 %). The fourth category is “the impact of preparation on listening performance, " constituting approximately 16 % of the total frequency. The most frequently recurring code in the sub-category of “positive” is “degree” (46 %). The last category is “re-listening, " constituting approximately 22 % of the total frequency. The most frequently recurring codes in the sub-category of “positive” are “self-assessment” (30 %) and “completing the missing parts” (30 %).

After completing the practices regarding the strategies used while listening, interviews were conducted with eleven students using semi-structured interview forms. The analysis results obtained from these data are given in Table 5.

Table 5
Student Interviews about While Listening Strategies

Main Theme: Opinions on practices related to while-listening strategies					
Categories	**Sub-Categories**	**Codes**	***f***	**Total *f***	**%**
Strategies	Cognitive strategies	Note-taking: S1, S3, S8, S11	4	14	35.00
		Visuals: S4, S5, S6, S7	4		
		Inferencing: S7, S8, S9, S10	4		
		Determining aim: S9	1		
	Socio-affective strategies	Focusing: S2	1		
Improving understanding	Cognitive strategies	Inferencing: S3, S4, S8, S10	4	14	35.00
		Note-taking: S1, S5	2		
		Focusing on the aim: S9, S11	2		
		Visualization: S7	1		
		Fixation: S1	1		
	Metacognitive strategies	Preparation before listening: S6, S10, S11	3		
	Socio-affective strategies	Focusing: S2	1		
Completing the task	Cognitive strategies	Inferencing: S3, S4, S8, S10	4	12	30.00
		Visualization: S4, S7	2		
		Focusing on the aim: S9, S11	2		
		Note-taking: S1, S5	2		
	Metacognitive strategies	Preparation before listening: S6	1		
	Socio-affective strategies	Focusing: S2	1		
Total			40	40	100.00

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According to Table 5, each of the questions in the interview form is considered a category under the main theme of student opinions regarding the practices related to while listening strategies. A total of three categories have been created. The total frequency of these categories is 40. There are 14 frequencies belonging to the first category, "strategies". This constitutes 35 % of the total frequency. The most frequently recurring sub-category in this category is "cognitive strategies" (92.85 %). There are 14 frequencies belonging to the second category, "improving understanding". This constitutes 35 % of the total frequency. The most frequently recurring sub-category in this category is "cognitive strategies" (71.42 %). There are 12 frequencies in the third category, "completing the task". This constitutes 30 % of the total frequency. The most frequently recurring category in this category is "cognitive strategies" (55 %).

After completing the practices regarding the strategies used after listening, interviews were conducted with eleven students using semi-structured interview forms. The analysis results obtained from these data are given in Table 6.

Table 6
Student Interviews about After Listening Strategies

Main Theme: Opinions on practices related to after-listening strategies					
Categories	**Sub-Categories**	**Codes**	***f***	**Total *f***	**%**
Checking understanding	Cognitive strategies	Re-listening: S1, S3, S8, S10	4	14	36.84
		Mind-mapping: S2	1		
	Metacognitive strategies	Achieving the aim: S5, S7	2		
		Checking the answers: S1, S3, S6, S8, S11	5		
	Socio-affective strategies	Comparison: S4, S9	2		
The most beneficial strategies	Metacognitive strategies	Re-listening: S1, S3, S5, S7, S8, S10	6	13	34.21
		Understanding: S4	1		
		Achieving the aim: S5, S7	2		
		Reviewing the notes: S6, S11	2		
	Socio-affective strategies	Comparison: S2, S9	2		
The less beneficial strategies	None	Positive: S1, S2, S3, S4, S6, S7, S11	7	11	28.95
	Metacognitive strategies	Evaluation: S10	1		
	Socio-affective strategies	Comparison: S5, S7, S8	3		
Total				38	100.00

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According to Table 6, each of the questions in the interview form is considered a category under the main theme of student opinions regarding the practices related to after-listening strategies, and three categories have been created. The total frequency of these categories is 38. There are 14 frequencies belonging to the first category, "checking understanding". This constitutes about 36 % of the total frequency. The most frequently recurring sub-category in this category is "metacognitive strategies" (50 %). There are 13 frequencies belonging to the second category, "the most beneficial strategies". This constitutes about 34% of the total frequency. The most frequently recurring sub-category in this category is "metacognitive strategies" (84.61 %). There are 11 frequencies belonging to the last category, "the less beneficial strategies". This constitutes about 29 % of the total frequency. The most frequently recurring sub-category in this category is "none" (63.63 %), which means that many strategies used by the students after-listening were beneficial for them.

Discussion

Listening has an important role in language acquisition and its development. Many studies applying metacognitive instruction on foreign language listening strategies have found generally positive improvements in the use of strategies and listening performance (Bozorgian, 2014; Roussel et al., 2019; Vandergrift & Baker, 2018; Xu, 2017). Recent models of foreign language listening (Field, 2008; Vandergrift & Goh, 2012) emphasize metacognition as an important aspect of students' listening development and the effective use, management, and reflection of listening strategies. According to Karalık and Merç (2019), there is a moderate correlation between metacognitive awareness and listening. Similar findings were mentioned by Wang and Treffers-Daller (2017), and In'nami and Koizumi (2022). According to studies on students learning English as a foreign language, all strategies were important indicators of listening comprehension and foreign language proficiency (Aryadoust, 2015; Dreyer & Oxford, 1996; Yeşilyurt, 2013). The findings of studies conducted in 2022 by Sok and Shin and Ghorbani Nejad and Farvardin (2019) on sixth-grade students in South Korea and lower-intermediate EFL learners in Iran show that metacognitive awareness had little impact on L2 listening comprehension. The present study also showed that the teaching listening strategies had a positive effect on cognitive awareness. One possible explanation for the difference in the outcomes was the varying degrees of competence among the study participants.

The four sub-dimensions of the CALSS (determining aim, inferring, association and prediction, and taking notes) were associated with categories, sub-categories, and codes obtained from the student interviews. As a result of the questions at the interviews regarding the strategies and practices used before listening, the "pre-listening" preparations constituted most of the data obtained from the interviews. The second most mentioned category was feedback regarding "re-listening". The third most mentioned category was the most beneficial strategies used "before listening". After the interviews with the students, it was seen that "pre-listening" preparations were divided into four sub-categories. These consisted of task-related preparations, equipment preparation, mental preparation, and physical preparation. When the task-related preparations category was examined, it was possible to see codes such as reading the questions for the listening text, determining the goal, examining the words, and examining the pictures. Determining the goal was the second most mentioned code in this sub-category. Determining the goal showed that the teaching listening strategies had positive effects on students' using listening strategies because the most important pre-listening strategies were determining an aim and reading the questions in the listening text before starting to listen.

Another category that was most frequently repeated in the interviews was "re-listening," and the most common codes in this section were "self-evaluation" and "completing the missing parts". Most of the students found it useful to listen again, and thus, they self-evaluated by

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checking the answers. “Determining the goal” was also one of the sub-dimensions of the CALSS. It constituted one of the codes related to the "pre-listening" category in student interviews. It is possible to say that the data obtained from the "determining the goal" sub-dimension of the CALSS and the data obtained from the student interviews were compatible. As a result of the interviews, regarding the strategies and practices used during listening, the categories of "strategies" and "improving understanding" constituted most of the data obtained from the interviews. "Cognitive strategies" were among the most frequently used by the students while listening. When these strategies were examined, the most preferred strategies by students were taking notes, using visuals, and making inferences. In the category of "improving understanding", students stated that they mostly benefited from cognitive strategies.

Another study showing parallel results with this study, revealing that cognitive strategies were used more than other strategies, was conducted by Lachini (1997). Lachini (1997) applied the questionnaire O'Malley and Chamot (1990) developed to sixty Iranian students. It was found that Iranian students used cognitive and metacognitive strategies more than other learning strategies and that intermediate-advanced foreign language learners used learning strategies more than other students. In Kassem's (2015) study, students mostly benefited from cognitive strategies while performing listening practices, followed by metacognitive and socio-affective strategies. In Gestanti’s (2017) study, which examines listening strategies, students used memory strategies the most and social strategies the least. According to the results obtained from the interviews in the present study, the most used strategies during listening were cognitive strategies, and the most used strategies after listening were metacognitive. In this sense, students' ages and competencies were effective in their greater use of cognitive strategies. In addition, since actions such as self-evaluation, which is important after listening to a text, require metacognitive thinking skills, the most used strategies in this section were metacognitive strategies. Note-taking strategy was among the cognitive strategies secondary school students used during listening.

As a result of the interviews regarding the strategies and practices used after listening, "checking understanding" constituted the most data obtained from the interviews. After listening, the strategy students use was to check comprehension. In this context, they mostly benefited from metacognitive strategies because metacognitive strategies are related to being aware of the strategies used, planning, monitoring, and evaluating the process. The most frequently repeated strategy among metacognitive strategies was the behavior related to controlling the answers, and self-evaluation. The most useful strategy used after listening was to check the answers given while listening to the text a second time. According to the results obtained from the interviews, the students checked their answers through re-listening. Among the strategies used after listening, the most frequently repeated strategy in the category of "getting the most benefit" was metacognitive strategies. The most commonly used strategies were "re-listening", "achieving the goal," and "reviewing notes", respectively. Students emphasized the importance of re-listening.

One of the findings obtained after student interviews was related to reviewing notes during and after listening. This strategy was one of the strategies that students found useful. "Note-taking" was also one of the sub-dimensions of the CALSS. It is possible to say that the data obtained from the "note-taking" sub-dimension of the CALSS and the data obtained from student interviews partially agreed with each other. "Note-taking" was one of the strategies mostly used during listening, but the results obtained from the interviews showed that this sub-dimension in the scale also emerged as an expanded code through the interviews. "Note-taking" is a strategy which can be applied during-listening and post-listening themes. However, taking place after the listening mostly means reviewing the notes. Carrell (2007) examined the effects of note-taking techniques on the results of a multiple-choice listening test for a second language. The findings indicated a moderate correlation between listening scores and note-taking techniques.

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Teaching listening strategies to 6th Grade students in English class positively affected listening performance ($p < .05$). This positive quantitative result was confirmed by the qualitative data obtained from student diaries. When the data obtained from the student diaries were examined, it was concluded that almost all of the students were satisfied with teaching listening strategies, and they liked the activities. The fact that the students willingly participated in the listening activities, completed the listening tasks with pleasure, and found these activities fun, useful, and enjoyable were also positively reflected in the listening test results conducted after teaching listening strategies. Although the coding under the "negative theme" was few, these categories generally emerged due to students' dissatisfaction due to the difficulty of the listening text.

Similar findings have been reported in many studies on foreign language listeners. Teaching strategies positively affect listening comprehension (Carrier, 2003; Dousti & Abolfathiasl, 2013; Rasouli et al., 2013; Zhang, 2012). Goh and Hu (2014) found a significant positive relationship between metacognitive awareness and listening performance. Rahimirad and Shams (2014) found a significant improvement in students' metacognitive awareness levels after listening strategies teaching. Maftoon and Fakhri Alamdari (2020) found that metacognitive strategy teaching increased listeners' metacognitive awareness levels. In Yıldız and Kılınç's (2015) study, after listening strategies teaching, it was noted that most of the students had positive developments in listening comprehension. Studies on metacognitive knowledge and language learning, especially learner strategies, have revealed a mutual effect on foreign language learning (Zhang & Goh, 2006), and it has been emphasized that metacognitive knowledge should be included in educational programs to make students' learning more efficient (Wenden, 1998). Language learning strategies accelerate language acquisition (Anderson, 2003). Raising metacognitive awareness can increase students' performance levels, and educational goals can be achieved by applying metacognitive teaching in the educational process (Rahimi & Katal, 2012).

In the present study, throughout the listening strategies teaching, students were introduced to various listening strategies every week, and they were allowed to use these strategies and were encouraged to do so. In addition, students were asked to draw bubbles showing their confidence/motivation levels for listening at the beginning of the strategy teaching. They were expected to draw these bubbles again after the end of teaching. When these bubbles drawn at the beginning and end of the teaching were compared, the fact that the last bubbles in most students' drawings were larger indicated that their self-confidence and motivation towards listening had increased. According to the results obtained from the MSLE, it was observed that there was an increase in the students' motivation levels for listening to English before and after the listening strategies teaching. This indicated that motivation levels for listening to English confirm the qualitative quotes in the confidence/motivation bubbles. According to the results of this study, a significant difference was found between the post-test scores of the control group students to whom traditional education was applied in favor of the experimental group. Accordingly, it is possible to say that listening strategy teaching increased students' motivation towards listening. Various studies show that using motivation and language-learning strategies accelerates the language-learning process. The results of this study were parallel to the results of the study conducted by Sutudenama and Taghipur (2010) regarding the effect of teaching listening strategies on students' motivation levels. Xu (2011) revealed that Chinese graduate students used more language learning strategies when they were more motivated. Chang and Liu (2013) also obtained a similar result in their research on Taiwanese university students. In the studies of Akkaş Baysal and Ocak (2020), they concluded that students who benefited from pre-listening strategies were more willing to listen and had higher motivation for listening.

In this study, speaking exercises were included at the end of the listening activities, and the co-observer teacher evaluated the students' speaking skills according to the speaking

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skill scoring key. When the speaking levels of the students were evaluated after the listening activities throughout the listening strategy teaching, it was observed that there was a positive increase between the first week and the last week of the teaching. It was determined that the students' speaking skills in the experimental group during the speaking activities following the listening activities improved towards the last weeks of the teaching. Students' acquisition of new words, concepts, and word phrases helped their speaking practices.

Conclusions and Implications

Listening strategies, which allow students to improve their listening skills by choosing appropriate tactics, can be learned. Teachers can facilitate the development of listening strategies by raising awareness about strategy use, making strategy teaching implicit and explicit, and providing encouragement and practice opportunities. Teaching the use of listening strategies in the 6th grade English class increases students' performance in both listening and speaking. Accordingly, it can be said that the listening strategies teaching contributes to the foreign language development of the students, and it positively affects students both cognitively and affectively. The general results of the study show that in foreign language teaching, integrating strategy training into English lessons improves foreign language skills.

Teachers should aim to develop students' thinking processes and make them independent in using these strategies in similar or different subjects. For this reason, they should encourage students to use strategies in lessons and, as a role model, show students how to use these strategies. It may help foreign language teachers to better understand the relationship between listening in a foreign language and cognitive awareness by using different listening tests and applying them to different student groups. It's critical that teachers work to help students become more metacognitive and teach them how to apply the listening techniques that work for the kinds of activities they must do during the language acquisition process. Teachers can concentrate on teaching listening-related cognitive and metacognitive techniques.

Notes

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Declaration of Interest

The authors declare no competing interest.

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Appendix

Interview Questions

Before listening:

1) What preparations did you make before you started listening? (Did you set a purpose before you started listening? Did you take notes while listening?)
2) Which of these provided the most benefit?
3) Which of these provided the least benefit?
4) How did your preparations before listening affect your listening performance?
5) What were the benefits of listening to the audio text again?

While-listening:

1) What strategies did you use while listening?
2) What did you do to help you understand while listening?
3) What did you do to complete the activity while listening?

After listening:

1) What did you do to check your understanding after listening?
2) Which of these benefited you the most? Why?
3) Which of these benefited you the least? Why?

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